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ABSTRACT

A study was conducted in Illinois to determine the perceptions of "grassroots" personnel who have responsibility for administering programs authorized under both the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act. Questionnaires were mailed to regional delivery system directors, community college deans, and service delivery area directors. Respondents were asked to address (1) the impact of program offerings on unemployment; (2) accessibility of programs to special populations; (3) relevance of training and retraining to labor market needs; (4) improvement and expansion of programs to meet the state's work force needs; and (5) promotion of economic growth. Results of the 84 responses indicated that people involved with JTPA and vocational education know much about the purposes of their own program and are vague about the other. Respondents representative of both programs felt that the Perkins Act was helpful in helping the states improve, expand, modernize, and develop vocational education programs. They indicated that services for special populations were in place. Educators were more supportive of conditions under the Perkins Act than were JTPA personnel. Respondents for all agencies felt that the Perkins Act is good and could be strengthened if coordination with JTPA was improved. Suggested changes in the two acts were centered on coordination, costs, set-asides, and eligibility. (KC)

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Perceptions Re: Adequacy and Effectiveness of Carl D. Perkins Act Programs in Illinois with Implications for Legislation

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ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

TECHNICAL REPORTS
1987-1988

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Report 2 DIALOGUE WITH EDUCATIONAL LEADERS: IMPLICATIONS FOR POLICY

Report 3 ADVICE TO THE PRIVATE SECTOR

Report 4 DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

Report 5 ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

Report 6 EVALUATING VOCATIONAL EDUCATION PROGRAMS IN ILLINOIS

Report 7 PRIVATE-SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

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Report 14 CONSUMER AND HOMEMAKING EDUCATION

Report 15 JTPA 8% FUNDS

Report 16 ADEQUACY AND EFFECTIVENESS OF JTPA

Report 17 PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

Report 18 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

Report 19 EDUCATION FOR EMPLOYMENT: WHAT'S WORKING? WHAT'S NOT?
(Public Hearings Report)

Report 20 PROGRESS TOWARD IMPLEMENTATION OF THE EDUCATION FOR EMPLOYMENT POLICY
(A Survey Report)

Report 21 REGIONAL DELIVERY SYSTEMS: OPINIONS EXPRESSED BY BOARD MEMBERS AND ADMINISTRATORS (A Survey Report)

Report 22 EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

Report 23 PERCEPTIONS RE: ADEQUACY AND EFFECTIVENESS OF THE JTPA AND V.E. PERKINS ACT PROGRAMS IN ILLINOIS

Report 24 THE IMPACT OF STATE POLICY AND PRACTICES FOR EDUCATION FOR EMPLOYMENT

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- Recommendations for Illinois and a Report of the Anderson Study (25C)

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TO: Governor James R. Thompson
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Illinois Job Training Coordinating Council

This report addresses the adequacy and effectiveness of the JTPA and Carl D. Perkins Vocational Education Act and the success those administering the two Acts have had in coordinating them to better serve the Illinois workforce.

As a result of the responses to the ICoVE questionnaire and interviews, the committee feels that programs under each Act have been successful in serving many people in Illinois.

However, with the exception of some community colleges, there has been limited cooperation and coordination between those administering JTPA programs and vocational programs at the local level.

Separately, the two Acts have had an impact on assisting the unemployed, serving special populations, training and retraining for labor market needs, promoting economic growth, and improving and expanding programs which meet the state's workforce needs.

It is the committee's feeling that if state leadership could provide training and technical assistance for the staffs who administer the two Acts, we would see considerable improvement on the coordination and, ultimately serve more people in a more efficient manner.

The committee wishes to thank all those who have cooperated in making this study possible and trust that the results and recommendations will have an impact on future planning and the administration of JTPA and vocational education programs in Illinois.

Sincerely,

Gordon L. Ropp

Investing in People

An Equal Opportunity Employer

REPORT 23

PERCEPTIONS RE: ADEQUACY AND EFFECTIVENESS OF THE JTPA AND V.E. PERKINS ACT PROGRAMS IN ILLINOIS

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1987-1988

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FOREWORD

The Illinois Council on Vocational Education is required by the Carl D. Perkins Vocational Education Act to "evaluate at least once every two years the vocational education program delivery systems assisted under this Act [Perkins Act], and under the Job Training Partnership Act, in terms of adequacy and effectiveness in achieving the purposes of each of the two Acts." ICoVE is to make the findings and recommendations resulting from its evaluation available to the Governor, the State Board of Education, the Illinois Job Training Coordinating Council, and the U.S. Secretaries of Education and Labor.

ICoVE has undertaken several initiatives to fulfill its responsibility for the evaluation of the results of both the Perkins Act and the JTPA. This report fulfills part of that responsibility. In addition, ICoVE's Technical Reports 5, 7, 8, 9, 10, 11, 12, 13, and 14 address the adequacy and effectiveness of meeting the purposes of the Perkins Act. Reports 19, 20, and 21 assess and report on the delivery system used to deliver programs funded by the Perkins Act. Reports 15 and 16 address the adequacy and effectiveness of programs operated under the Job Training Partnership Act and Reports 17 and 22 address coordination between the two Acts.

Additional ICoVE reports in the series fulfill other responsibilities of the Illinois Council on Vocational Education.

The Illinois Council on Vocational Education wishes to thank all who took time to respond to its questionnaire regarding the adequacy and effectiveness of JTPA and V.E. Perkins Act programs. Appreciation is extended to Dr. Rupert N. Evans, Professor Emeritus, University of Illinois, and former Illinois Council member for compiling the results of the questionnaire.

Illinois Council on Vocational Education

ABOUT THIS REPORT

This report, *Perceptions Re: Adequacy and Effectiveness of the JTPA and V.E. Perkins Act Programs in Illinois*, presents the results of a survey conducted by the Illinois Council on Vocational Education. Questionnaires were mailed to regional delivery system directors, community college deans, and service delivery area directors.

The purpose of the study was to determine perceptions of "grassroots" personnel who have responsibility for administering programs authorized under both the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. ICoVE also asked these local leaders what changes they would suggest for each of the Acts.

In addition to the tabulated responses to each item of the questionnaire, this report contains all of the comments made by the respondents. Specific items from the questionnaire are included in other ICoVE Technical Reports addressing the corresponding topic of the items. This report presents the study results in its entirety.

The ICoVE Committee focusing on concerns related to the reauthorization of the Carl D. Perkins Vocational Education Act, the Job Training Partnership Act, and issues before the Illinois General Assembly continues to collect information and study issues related to the improvement of education for employment and job training in Illinois.

EXECUTIVE SUMMARY

The Illinois Council on Vocational Education sought to determine views on the adequacy and effectiveness of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) to determine how successful the two Acts have been in meeting their purposes and how state and local agencies have been working together in Illinois. Respondents were asked to address how the two acts help to improve the

- impact of program offerings on unemployment
- accessibility of programs to special populations
- relevance of training and retraining to labor market needs
- improvement and expansion of programs to meet the state's workforce needs
- promotion of economic growth.

They were also asked to make suggestions on changes they would like to see made in the two federal Acts.

The results of this report have been used in several other reports of the Council.

Results of the survey indicate that people involved with JTPA and vocational education know much about the purposes of their program and are vague about the others. Respondents representative of both programs felt that the Carl Perkins Act was helpful in assisting the states to improve, expand, modernize and develop quality vocational education programs. They indicated that services to special populations were happening.

Educators were more supportive of what was happening because of the Carl Perkins Act than were JTPA personnel. SDA respondents feel that the Act ties into JTPA more in writing than actuality. Respondents for all agencies felt that the intent of the Carl Perkins Act is good and could be strengthened if coordination with JTPA was improved.

SDA and community college personnel ranked Illinois high in meeting the purposes of the JTPA. RDS people ranked JTPA programs slightly lower in meeting the purposes of the Act because of lack of information and perhaps some misinformation. Educators and SDA respondents felt that the JTPA should have more freedom to plan, change eligibility requirements to serve more of the state's workforce and set aside more funds for academic programs.

There is some indication that all federal, state, and local employment and training services and activities need to be centrally coordinated through one entity to ensure services in every area of the state and to eliminate unnecessary duplication and waste of the tax dollar.

Persons representative of their program consistently rated their programs as doing more than the other. When addressing how successful have they been in working together they rated all purposes lower than when they worked separately, which suggests that either they don't know much about the others' programs or there is a communication breakdown.

Suggested changes in the two acts were centered on:

- coordination of the two acts,
- cost of administration,
- lowering the percentage of money for set asides in the Carl Perkins Vocational Education Act,
- provide a percentage of money in Carl Perkins Vocational Education Act for maintenance of programs,
- broaden eligibility requirement for JTPA clients to serve anyone who needs and desires services,
- easement of performance standards for programs targeting hard to serve,
- set aside a certain percentage of funds for academic programs, and
- make "completion of objective" as a positive termination instead of counting only "entered employment" as a positive term and provide more funding for all programs.

RDS and SDA personnel feel that much work needs to be done in Illinois if the two acts are to be successful in coordinating and working together. At the time of this survey quarterly meetings for the purpose of exchanging ideas and explaining programs by various agencies were just beginning to be initiated. Results of this activity, exchanging SDA and vocational plans and efforts by state agencies, will be better known at a later time. One can conclude that there is much to do if the people at the state and local level who are responsible for the two acts are to be successful in coordinating and working together.

RECOMMENDATIONS AND SUGGESTED ACTIONS

RECOMMENDATIONS

This study has many implications and results have been used in several other ICoVE reports. The agencies responsible for addressing the adequacy and effectiveness of the Carl D. Perkins Vocational Education Act and Job Training Partnership Act need to

- Promote coordination both at the state and local levels.

SUGGESTED ACTIONS

- Provide workshops throughout the state to address the purposes of both acts and give special attention to the advantages and opportunities for coordination.
- Provide financial incentives for RDSs, community college districts, and SDAs when coordination and cooperation take place and penalize when it does not.
- Provide technical assistance on content and management of quarterly meetings.
- Develop and/or expand the present evaluation system to ascertain if and how the JTPA and Carl D. Perkins Vocational Act addresses the
  - impact of program offerings on unemployment
  - accessibility of programs to special populations
  - relevance of training and retraining to labor market needs
  - improvement and expansion of programs to meet the state's workforce needs
  - promotion of economic growth
- Utilize an RFP for the purpose of studying and analyzing ways the JTPA and vocational education programs can work together to better serve the labor force of Illinois. Place emphasis on serving special populations as identified in the two acts.

ACRONYMS AND DEFINITIONS

CC = Community College
DAVTE = Department of Adult Vocational Technical Education
DCCA = Department of Commerce and Community Affairs
DOL = Department of Labor
ESR = Educational Service Region
IBHE = Illinois Board of Higher Education
ICoVE = Illinois Council on Vocational Education
ISBE = Illinois State Board of Education
JTPA = Job Training Partnership Act
OJT = On-the-job training
Perkins = The Carl D. Perkins Vocational Education Act
PIC = Private Industry Council
RDS = Regional Delivery System
RFP = Request for proposal
SDA = Service Delivery Area
UPIC = United Private Industry Council

Other = Includes ISBE staff, U.S. Department of Labor staff, University staff, IBHE staff, ICCB staff

QUESTIONNAIRE RESULTS

ADEQUACY AND EFFECTIVENESS OF JTPA AND PERKINS ACT PROGRAMS IN ILLINOIS

Based on a Questionnaire Developed by ICoVE
Administered in September, October, and November 1988
Part of the ICoVE JTPA Vocational Education Coordination Study

Tables are numbered to match the sequence of questions on the questionnaire. "J" appended to a table number indicates that the responses relate specifically to JTPA programs, while tables with a "V" related to vocational education programs.

Respondents

CC = 28 Responses
Other = 2 Responses
RDS = 34 Responses
SDA = 20 Responses

This questionnaire sought to determine views of the adequacy and effectiveness of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) and to determine views of how successful the two Acts have been working together to help improve the:

- impact of program offerings on unemployment,
- accessibility of programs to special populations,
- relevance of training and retraining to labor market needs,
- improvement and expansion of programs to meet the state's workforce,
- promotion of economic growth.

In all cases, respondents were asked to "answer from the Illinois standpoint only."

After most of the questions, respondents were asked for comments. Listed under each question are the comments of four types of respondents:

- those who work with JTPA programs in a Service Delivery Area (SDA),
- those who work with vocational education programs in a Regional Delivery System (RDS),
- those who work with community college programs, and
- all others.

The largest "other" group is employed by various state agencies.

TABLE IV

HOW ADEQUATELY AND EFFECTIVELY HAS ILLINOIS MET THE STATEMENT OF PURPOSE OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT, P. L. 98-524?

(Continuum: 1 = Not Very; 5 = Very)

	RESPONSE AVERAGE			
	SDA	RDS	CC	OTHER
(1) assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the marketable skills and to improve productivity and promote economic growth;	3.11	3.61	3.29	3.00
(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering non-traditional occupations, adults who are in need of training or retraining, individuals who are single parents or homemakers, individuals with limited-English Proficiency, individuals who are incarcerated in correctional institutions;	3.17	3.55	3.61	3.00
(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;	2.95	3.24	3.21	3.00
(4) improve the academic foundations of vocational students and to aid in the application of new technologies (including the use of computers) in terms of employment or occupational goals;	2.88	3.24	3.07	3.50
(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills				

(cont'd)

Table IV (cont'd)	SDA	RDS	CC	OTHER
for which there is a demand in that State or employment market;	2.88	3.46	3.46	4.00
(6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;	2.38	3.00	2.92	2.00
(7) to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;	3.13	3.24	3.32	3.50
(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers, and	3.00	3.24	3.38	3.50
(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."	3.08	3.19	2.59	2.00

WHAT ONE OR MORE CHANGES WOULD YOU MAKE IN THE CARL D. PERKINS VOCATIONAL EDUCATION ACT?

Comments from JTPA staff:

- Feel that this Act ties into JTPA only in writing but actual implementation is non-existent.

Comments from RDS staff:

- There is a large amount of dollars spent on vocational education but, in my opinion, there is a much too large proportion of it spent on people and their offices. We've seen 61 or 62 new vocational directors, new special needs coordinators, each region's building fairness consultants, each region's instructional specialist, etc. Yet the dollars allocated to per student reimbursement goes down. An old farmer once said, "You are doing a fairly good job of milking the cow, but you are missing the bucket."
- More support for needed equipment to provide up-to-date training.
- Just get done what was originally planned.
- Too much emphasis on serving the special needs population.
- Have less set asides!

- Changes needed:
  - Drastic reduction of paper work required for client services in JTPA programs;
  - Involvement of Regional System's Board of Control in the decisions of where the JTPA 8% funds are to be spent in local areas;
  - A state board of education that supports the training of youth and adults with adequate funding;
  - Edicts/directions from the State Vocational staff sent out after adequate discussion has occurred, not sent out prior to the discussion and then changed.

- The information and people are involved in presenting the information, but people seem to respond slowly and change is also slow. There is also an element of people that resist change.

Comments from Community College staff:

- I don't understand how the current formulas for the distribution of Perkins dollars address this at all. Where are the resources?
- Consider maintenance funding.
- Doing fine!
- Reduce the number of controlling agencies and put the education back into the hands of the schools with funds to perform. Each "new" agency developed from this act bleeds dollars from present system and creates new turf battles in the future for future dollars or existence. The act puts too much importance on "skill training" rather than education and learning. Let us teach independence and the job rather than dependence on the competencies. What is a completer?

Comments from Other staff:

- Structure agencies so that more direct contact is possible between delivering agencies and JTPA agencies.
- Cut a number of the strings attached so that local entities using Carl Perkins funds are better able to apply the resource to the greatest needs. The money does not assure better quality only more of the same service which does not enhance but simply reinforces to a minority of students.

TABLE 2V

HOW ADEQUATELY AND EFFECTIVELY HAS ILLINOIS MET THE STATEMENT OF PURPOSE OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT, P.L. 98-524?

(Continuum: 1=Not Very; 5=Very)

In terms of:	RESPONSE AVERAGE SDA	RDS	CC	OTHER
Impact of program offerings on unemployment	2.88	3.04	3.00	1.00

(cont'd)

Table 2V (cont'd)	SDA	RDS	CC	OTHER
Accessibility of programs to special populations	3.29	3.84	3.64	2.50
Relevance of training and retraining to labor market needs	2.69	3.50	3.57	2.50
Improvement and expansion of programs to meet the state's workforce needs	2.80	3.33	3.19	3.00
Promotion of economic growth	2.93	3.33	3.11	2.00

Comments from JTPA staff:

- Need more funds for programs for non-JTPA eligible employees, i.e. training/upgrading of skills.

Comments from RDS staff:

- In order to answer #1 and #3, labor market statistics need to be used. This information has never been sent to my office.
- Illinois has impacted vocational programs all right. The legislature has passed SB 730 so students do not have time to take vocational classes. No money has been appropriated for state-of-the-art equipment but we are trying to develop curriculum to teach people to work in a very advancing labor market.
- It's really too early to judge most of these.
- Development of recurrent curriculum, priority.
- Funding of vocational education training in Illinois is atrocious -- ridiculously low. We target millions to retrain individuals, we work on the "pool" of unemployed rather than prevention.

Comments from Community College staff:

- Adequate funding must follow legislation.
- Update labor market statistics.

Comments from Other staff:

- The State is very progressive, Cook County is not.
- Need significant increase in funds for teacher aides where large numbers of special needs students are being mainstreamed!
- Assume this relates to JTPA effort. If we are talking about ISBE the ranking would be much higher. The intent of the act is good. We need to require coordinated programs. Not much is happening between our local JTPA program and regional systems or with community colleges. Question qualifications of JTPA staff.

TABLE 3J

HOW ADEQUATELY AND EFFECTIVELY HAS THE JOB TRAINING PARTNERSHIP ACT MET ITS STATEMENT OF PURPOSE IN ILLINOIS?

(Continuum: 1=Not Very; 5=Very)

	RESPONSE AVERAGE			
	SDA	RDS	CC	OTHER
It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford formal job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.	3.47	3.09	3.31	2.50

WHAT ONE OR MORE CHANGES WOULD YOU MAKE IN THE JOB TRAINING PARTNERSHIP ACT (JTPA)?

Comments from JTPA staff:

- Local SDA's need greater freedom to plan innovative programs to address local needs. (Less restrictive guidelines from the DOL and DCCA.) Some limited form of stipend for participants in training should be considered.
- 1) easement of performance standards for programs targeting hard-to-serve (those below 7th grade reading level); 2) relaxation of 15% limit on supportive services; 3) increase "10%" eligibility window.
- We miss the target of the most severely unskilled and economically disadvantaged because they stand to lose so much in medical and housing benefits if they go to work. We seem to reward people who stay out of the workforce. I would like to see some continuation of benefits when a public aid recipient starts to work.
- I would like to see the eligibility requirement be lifted so that anyone that needs and desires services may receive them. Also would like to see all federal, state, and local state employment and training services and activities centrally coordinated through one entity such as county to ensure services in every area and to eliminate unnecessary duplication and waste of the tax dollar.
- Change income regulations. Title III Dislocated Workers Program will be of value to the community.
- Set aside a certain percentage of training funds to be used for academic programs and make "completion of objectives" as a positive termination instead of counting only "entered employment" as a positive term.

- Change funding formula to put greater emphasis on % of disadvantaged.
- More for upgrading of skills for non-JTPA eligible employees -- to remain competitive.

Comments from RDS staff:

- JTPA has not kept the regional systems informed on what programs they offer, etc. Therefore, it is very difficult to evaluate whether or not JTPA is meeting its stated purposes.
- Paper work eliminates applicants.
- It's too restrictive and too political. There are many students and programs that could benefit, but there are too many barriers.
- Improve publicity to make JTPA more visible to those who need to make use of the services available.
- I would test them more to determine placement and I would help them more in job placement.
- I would change the act so it serves everyone who is unskilled and offer training to everyone who needs help to get it — much of this money is wasted on people who have no intention of using the training they get yet people who are not on welfare but do need help to get training get no help. Everything seems to go to the disadvantaged and/or handicapped. When and how do we keep the normal?
- If you can get the above done you have done a great job!
- The JTPA offices need highly motivated professional counselors that are qualified to assess the clients' needs and plan a program leading to employment where there is a need. Locally this needs improvement.
- Cooperation among providers of training and services; reduction of paper requirements.
- More long term training is needed. Too much emphasis on placement.
- Cut out half of the paper work!
- Performance based contracts tend to "creaming."
- Coordinate more closely with secondary systems to provide more assistance for potential dropouts. SDA . . . is not cooperating well with school district . . . on a WECEP program.
- We have several adult training programs, early school leaver programs, adult literacy and a special Wednesday afternoon training program. In the programs there are many adults who our publicity and information has rounded up. However, a very small number are here as a result of JTPA referrals. Why don't these JTPA programs take advantage of our training programs? If we aren't providing what is needed, we should be told what is needed. I suspect that if we were to be utilized, some of the great ideas these offices come up with would not be as necessary. In other words they are not looking for competition.
- Funds for handicapped and disadvantaged are insufficient to institute many activities which could have a real impact.
- SDA staff know very little about Perkins Act activities and their effectiveness.
- To require each student at high school level to take at least one vocational class per year or two years.

Comments from Community College staff:

- Have funding tied to competitive RFPs. This would help eliminate profit motives and political influences. SDAs need to have a "plan" that is shared with community colleges and EFE regions. JTPA is now controlled by elected county board chairman with heavy political commitments. A non-political atmosphere is needed.
- Appropriate a large % of dollars for direct use in training and equipment.
- In this SDA -- distribution of funds according to state formula has been a problem. More money needs to be allocated to adults in age range of 25-45 for example -- less to older workers and summer youth where the ends seem to be less. Also there is too much emphasis on OJTs and short-term training as opposed to classroom training/education, leading to employment in a meaningful career (serious problem -- long term).
- No changes in act but change implementation.
- I would try to establish more realistic income levels for potential clients in high cost areas.
- JTPA is an agency to provide financial support as indicated. However, it has become more than that in many cases. Why should JTPA determine the states' educational goals and objectives.
- Increased funding.
- Have all federal funds flow through the state educational agencies, either the community college or the state education board.

Comments from Other staff:

- Force more utilization of Community College based upon cost effectiveness.
- Act in a realistic rather than superficial manner in the addressing of problems especially relating to communication between education and the business world. Be willing to develop realistic object view that will meet actual need rather than good sounding objectives that really do nothing, but are evaluated as if they do.
- Have seen no help here for high school level programs!
- JTPA -- low level "dead end" jobs. No look to the future needs of clients or projections of state growth areas.

TABLE 4J

HOW ADEQUATELY AND EFFECTIVELY HAS ILLINOIS MET THE STATED PURPOSE OF THE JOB TRAINING PARTNERSHIP ACT?

(Continuum: 1=Not Very; 5=Very)

In terms of:	RESPONSE AVERAGE SDA	RDS	CC	OTHER
Impact of program offerings on unemployment	3.11	3.12	3.44	1.00

(cont'd)

Table 4J (cont'd)	SDA	RDS	CC	OTHER
Accessibility of programs to special populations	3.68	3.36	3.41	2.00
Relevance of training and retraining to labor market needs	3.39	3.43	3.25	2.00
Improvement and expansion of programs to meet the state's workforce needs	3.05	2.96	3.26	2.50
Promotion of economic growth	3.63	3.16	3.22	2.50

Comments from JTPA staff:

- None.

Comments from RDS staff:

- From the viewpoint of people in secondary schools we have seen very little effect from JTPA. Most of the money in the two SDAs who serve this region is spent for junior college training and OJT.
- Right on target!
- Due to their economic situation, sometimes special populations do not know about the UPIC programs. They do no get newspapers to read about the program.
- The idea of performance standards, and of raising these performance standards as performance increases, is fine in theory. In reality it means that providers cannot serve those who truly need the services the most because there is a great risk of failure. Failure causes the provider to fall below acceptable performance standards and the contract is lost. The result is providing of services to higher level clients and rejection of those who need it most. I have recently read criticism of JTPA; that it is "creaming." The guidelines under which it is operated assures that this will happen.

Comments from Community College staff:

- At what price to our education program have the above items been done?
- Training for current jobs; economic growth comes from new jobs.

Comments from Other staff:

- We have very little involvement with JTPA other than serving some adults who are mainstreamed into our secondary programs and who's tuition is paid by JTPA.

- The funds should go directly to regional vocational systems and community colleges. Have qualified staff facilities. Equipment and knowledge of how programs should be run. The community college should be the agency that coordinates programs. Why do we need JTPA structure in the first place? A better job could be done by community colleges. Why waste the money for JTPA administration, etc. when we have a better qualified agency to really get the job done.

TABLE 5

HOW ADEQUATELY AND EFFECTIVELY HAVE THE TWO ACTS (CARL D. PERKINS VOCATIONAL EDUCATION ACT AND JOB TRAINING PARTNERSHIP ACT) BEEN SUCCESSFUL IN COORDINATING AND WORKING TOGETHER IN ILLINOIS

(Continuum: 1=Not Very; 5=Very)

In terms of:	RESPONSE AVERAGES SDA	RDS	CC	OTHER
Impact of program offerings on unemployment	2.53	2.59	3.15	2.00
Accessibility of programs to special populations	3.11	3.06	3.41	2.00
Relevance of training and retraining to labor market needs	2.65	3.00	3.22	2.50
Improvement and expansion of programs to meet the state's workforce needs	2.65	2.68	3.00	2.50
Promotion of economic growth	2.50	2.80	3.08	2.00

Comments from JTPA staff:

- I believe both acts are good but much work is needed in order to have both programs truly work together on a local basis.
- The two acts appear to create considerable duplication. Coordination doesn't eliminate duplication as long as two delivery systems are created and mandated to achieve the same goals.
- Am not aware of any impact Carl D. Perkins Act has had on JTPA program.
- There is little or no coordination at the local level. Should be more. As you may note I don't think vocational education at the secondary level as mandated by Carl Perkins Act is effective at all in providing useful vocational training. Sorry about that.
- Again, SDAs know little about Perkins Act activities.

Comments from RDS staff:

- The education community and JTPA have just started to meet. At this point it is too early to tell.
- JTPA doesn't need or want education involvement.
- Need to work closer together. JTPA help more with planning. Vocational education to help more with curriculum development.
- The secondary people were told to work with JTPA but no one told JTPA people to work with us. This was brought to someone's attention and two meetings have been held to coordinate these activities. The only people present were the secondary people. I have never seen my SDA people at these meetings. Furthermore, the JTPA people in the DAVTE section of the ISBE don't even really want to work with us. We get no direct answers or help. It almost seems like 8% monies belong to them personally. In the past in many cases Regional Superintendents latched onto the few programs they could manage to get and they do not want regional delivery systems to "upset their apple carts."
- We are on friendly terms, but UPIC . . . has focused on OJT rather than on classroom training. I accept that approach as a valid way to use UPIC dollars.
- JTPA should place more emphasis on utilization of existing vocational training programs.

Comments from Community College staff:

- I have seen no signs of any coordination effort.
- Much time and effort is spent on coordination.
- They don't work together in this region.

Comments from Other staff:

- Have seen little evident of coordination between the two!
- Little or no coordination with regional JTPA program. Some contact with local office (they cannot act without regional approval). JTPA is more of a problem than a resource. Staff are not trained educational professionals. Everything so far is one way (to JTPA). We as a . . . system have received no benefits from our work with JTPA. They appear to be more interested in the process rather than results for kids.

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